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ABSTRACT

This clerical/secretarial course, one of a series of bilingual English-Spanish vocational education courses, is designed to prepare students for entry-level employment in a secretarial field. It is geared to teach the student office skills and the qualities that will be expected of him/her in the area of secretarial work. The course covers office occupations, accounting procedures, communications, clerical/secretarial skills, office machines, and personal development, providing handouts and transparency masters with narrative for these topics. The course also contains a detailed sample lesson plan on vocabulary for secretaries and clerical workers as a model for teachers to develop lessons for the course and an extensive English/Spanish vocabulary list. Suggested books and films for teacher or classroom use complete the packet. (KC)

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ED234207

BILINGUAL VOCATIONAL INSTRUCTIONAL MATERIALS

CLERICAL/SECRETARIAL COURSE

SWT

Developed through:
The Department of Occupational Education
Southwest Texas State University
San Marcos, Texas 78666

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CLERICAL/SECRETARIAL COURSE

Course Description

This secretarial course is designed to prepare students for entry level employment in a secretarial field. Students will have learned office skills that will help in part-time work when entering college or upon becoming employed full-time. Upon completion of this course, the student will better understand personal qualities that will be expected of them in the area of secretarial skills.

Course Objective

The student will be able to:

1. Obtain full-time employment or further training in higher education.
2. Acquire the background training which will bridge the gap between school life and occupational competency.
3. Refine the office skills necessary for entry level employment.
4. Learn additional skills needed for future job competency.
5. Develop feelings of achievement and self-respect.
6. Make social adjustments and develop the ability to work well with others.
7. Develop desirable work habits and attitudes.
8. Select the job most suited to his/her particular interest.
9. Learn to follow instructions and accept constructive criticism.
10. Know the importance of punctuality, dependability, accuracy, neatness and responsibility.
11. Develop a general economic understanding of business operations.
12. Create a normal, healthy and sincere attitude toward work.
13. Adjust to an office routine.
14. Understand the necessity for good health habits.

Course Outline

A. Office Occupations Information

1. Preparing for a Job Interview

2. How to Find and Apply for a Job
3. Sources of Information
4. Letter of Application

B. Accounting Occupations
1. Banking Procedures
2. Payroll Procedures
3. Payroll
4. Petty Cash

C. Communications Information
1. Telephone Communication
2. Meeting and Greeting Callers
3. Handling Appointments
4. Written Communications
5. Making Travel Arrangements

D. Clerical/Secretary Occupation
1. Basic Typing
2. Filing
3. Dictation and Transcribing
4. Composing Business Letters
5. Locating and Utilizing Sources of Information
6. Planning and Organizing Office Activities

E. Office Machines Information
1. Operating an Adding and Calculating Machine
2. Operating an Electronic Printing Calculator
3. Transcription Machines
4. Fluid Duplicator

F. Personal Development

1. Good Grooming and Personal Appearance

2. Human Relations

3. Social Adjustments

Reference

Bambrick, Juanita Course Guide: Vocational Office Education--Junior Lab, Southwest Texas State University.

Introduction to Sample Lesson Plan

At first view of this sample lesson plan, the teacher may feel overwhelmed at the amount of material included. Certainly the material provided cannot be taught in one day. No effort has been made to divide the material into more than three class periods, but it is understood that the teacher will make his/her own adaptations as to both amount of material and time element.

There may be some objection that too much material is presented at one time so that it cannot be mastered as thoroughly in one day as a more limited vocabulary might be. However, given the general consideration that concrete words are the easiest to learn--names of objects, numbers and colors, for example, the difficulty arises with using these words in sentences. For this reason, words are generally taught in context In implementing the Sample Lesson Plan format, it is recommended that not more than twenty new vocabulary words are introduced in a given class period. The philoshophy behind the suggested method of presentation takes into account several considerations.

(1) It is presumed that the student has already had some exposure to the target language and can handle common usages with some degree of confidence. Therefore more time may be devoted to the new, technical aspects.

(2) As the student moves into an area of technical vocabulary, he/she needs to practice the new lexical items in situations related to the career area. A more extensive vocabulary divided into several categories provides for more complete responses in relatively normal situations. This means that instead of learning perfectly a limited number words in a given day, the student will require more class periods to absorb and use freely the larger number of words and expressions.

(3) It is felt that learning is more meaningful if particular lexical items are absorbed within a general context rather than learned in isolated lists. For that reason, questions and discussions require responses that may seem beyond the ability of the student. In view of the requirements of some of the exercises, it is recommended that on the first day, and perhaps even on the second, the student be allowed to have his/her vocabulary list in sight so that he may refer to it as needed to form adequate responses. In this way, he/she will develop confidence in putting to practical use the specific items to be learned and he will add to his knowledge spontaneously by absorbing other words and expressions appropriate to the situation but not given the official vocabulary.

(4) Some students undoubtedly will not know all words included in some of the questions. The teacher should accept requests for meanings or explanations when made in acceptable form in the target language. (English: What does _____ mean?; Spanish: "¿Que significa _____"? or "¿Como se dice _____ en ingles?).

(5) Teachers and instructiors should keep in mind the five components of a bilingual/vocational program.

(a) Instruction should be given in <u>two</u> languages.
(b) Materials must be in two languages (avoid text books).
(c) Instruction is based upon <u>two</u> cultures.
(d) Students must have the opportunity to learn two languages. (Learn original concept in native language and reinforce in English or vice versa.)
(e) The vocational teacher(s) and the English as a Second Language (ESL) teacher(s) must work as a team.

Because of the complexity of the bilingual phenomenon, bilingual programs require certain testing needs, therefore the following factors must also be taken into consideration when evaluating a student in a bilingual class.

(1) Frequently, bilinguals prefer one language over the other in specific domains. These domains may be the home, the neighborhood and school for children, and for older speakers other areas such as religion, music, sports and hobbies.

(2) Bilinguals may not be equally competent in the skills areas of listening, speaking, reading, and writing.

(3) Bilinguals may have limited levels of formality in one or both languages. For example, a worker who has learned the second language by talking to co-workers will have an informal style and may be uncomfortable in a formal situation.

For the Sample Lesson Plan in this unit, three types of measuring devices are suggested: Word-naming, Picture Cues and Picture Description.

(1) Word-naming usually covers several domains, and is administered in two languages. A comparison of the results allows the teacher to determine overall language dominance and to note whether this dominance varies from home, school and/or neighborhood.

(2) In using Picture Cues, the student is asked questions about cartoons or pictures, first in one language and then in the other. The questions may be arranged so as to elicit a specific item. An analysis of the result reveals the degree of the student's proficiency in both languages.

(3) With Picture Description the student is shown a picture or series of pictures showing activities in familiar settings and is asked to describe, in his or her words, what is happening in the picture, first in one language and then in the other. A comparison of the two samples will show whether one language is dominant.

At the end of each lesson additional areas within the career field are suggested. It is hoped that the teacher will prepare in-depth presentations of those areas and of others he/she may seem important, using the sample lesson as a springboard to his/her own ingenuity and innovativeness. Good luck! ¡Buena suerte!

SAMPLE LESSON PLAN: CLERICAL/SECRETARIAL

OBJECTIVE: The student will be able to identify and pronounce twenty technical terms in English (or in Spanish, if needed) as a result of oral vocabulary drills and will be able to transfer these terms to real life situations if instruction is based on the concurrent teaching of the vocational vocabulary and vocational skills.

CONTENT:

OFFICE FURNITURE/MUEBLES

desk - el escritorio
file cabinet - el archivo

safe - la caja fuerte

OFFICE SUPPLIES/
MATERIALES MENORES DEL
TRABAJO

steno notebook - la libreta
manilla folder - la carpeta
stapler - la grapadora
staple - la grapa

LETTERS/LAS CARTAS

letterhead - el membrete
envelope - el sobre
carbon paper - el papel carbón
carbon copy - la copia al carbón
address - la dirección, las señas
return address - las señas o dirección del remitente, el remite
stamp - el sello de correo, la estampilla, el timbre

MACHINES/MAQUINAS

paper cutter - el cortapapeles
typewriter - la máquina de escribir
duplicator - la máquina duplicadora
telephone - el teléfono

VERBS/VERBOS

to type - escribir a máquina
to file - archivar
to take dictation - escribir al dictado
to staple - sujetar con grapa, engrapar
to correct - corregir
to check - revisar

PRESENTATION AND ACTIVITIES

I. Vocabulary Drill (C/S-TM.1-11 and C/S-HO.1-11)

A. Drill on names of furniture and machines, using the transparency containing pictures. Select picture at random, asking different individuals to give names.

B. Drill the vocabulary related to letters, using the same procedure given in A, above.

C. Drill verbs, using somewhat the same procedure given in A, above or using the transparency with the list of verbs.

II. Association Drill

A. The teacher calls out names from the lists of furniture, machines and supplies. Students respond with a verb that corresponds.

B. Procedure is reversed. The teacher now calls out a verb and the student responds with the name of an appropriate machine or "gadget".

III. Question and Answer Drill.

NOTE: As these are general questions and students have had little practice, students should be allowed to have vocabulary lists before them on the first day and may give any appropriate response.

ENGLISH	SPANISH
1. What is the paper cutter used for?	1. ¿Para qué se usa el corta papeles?
2. What is a stapler used for?	2. ¿Para qué se usa la grapadora?
3. While the boss is dictating a letter, what is the secretary doing ?	3. Mientras el jefe dicta una carta ¿qué hace la secretaria?
4. After taking the letter in shorthand, what does the secretary do with it?	4. Después de escribir la carta al dictado ¿qué hace la secretaria con ella?
5. What are some of the things that are typed in an office?	5. ¿Cuáles son algunas de las cosas que se escriben a máquina en una oficina?
6. In what order are records filed in the file cabinet?	6. ¿En qué orden se ponen los documentos en el archivo?
7. What are the papers in the file kept in?	7. ¿En qué se guardan los papeles que se ponen en el archivo?

IV. Discussion based on Transparency (C/S-TM.13 and C/S-HO.12)

Use the transparency showing the office scene. Students describe what they see. The teacher may need to prompt with questions.

V. Dialog (to be used for discussion) - (C/S-TM.14,15, and C/S-HQ.13,14)

ENGLISH (boss and secretary)	SPANISH (jefe y secretaria)
B. - Mary, will you plaese make some copies of this report?	J. - María, quiere usted hacerme el favor de sacar unas copias de este informe (reporte)?
S. - Of course. How many copies should I make?	S. - Sí, ¡cómo no! ¿Cuántas copias debo sacar?
B. - Twelve of each page. There are four pages. Collate and staple them	J. - Doce de cada página. Hay cuatro páginas. Separelas en grupos y sujételas con grapas.
S. - By when do you want them?	S. -¿Para cuándo las quiere usted?
B. - For tomorrow afternoon's meeting.	J. - Para la junta de mañana por la tarde.
S. - Then if it is all right, I'll do it this afternoon. Now I need to check some invoices and answer a letter confirming that they are correct.	S. - Entonces si no tiene inconveniente (está bien) lo haré esta tarde. Ahora debo revisar unas facturas y escribir una carta confirmando que están correctas.

VI. Questions Based on Dialog

ENGLISH	SPANISH
1. What does the boss want Maria to do?	1. ¿Qué quiere el jefe que haga María?
2. What are the papers?	2. ¿Qué son los papeles?
3. How many copies does he want?	3. ¿Cuántas copias quiere él?
4. How many pages are there?	4. ¿Cuántas páginas hay?
5. How should she fasten them together?	5. ¿Cómo debe ella sujetarlas?
6. When does he want them?	6. ¿Para cuándo las quiere?
7. When does the secretary prefer to do the chore?	7. ¿Cuándo prefiere la secretaria hacer la tarea?
8. What is the report to be used for?	8. ¿Para qué se va a usar el informe (reporte)?

9. Why does the secretary want to wait to do it?	9. ¿Por qué prefiere la secretaria esperar para hacerlo?
10. What are invoices?	10. ¿Qué son facturas?

VII. Enrichment Activity:

For a brief overview of secretarial duties, list the various types of jobs a secretary might have to do. These listed areas can be used for in-depth studies at a later time.

EXAMPLES:

ENGLISH	SPANISH
1. Answer the telephone.	1. Contestar el teléfono.
2. Make appointments for clients.	2. Fijar citas para clientes.
3. Make plane reservations.	3. Arreglar reservas para viajes en avión.
4. Type	4. Escribir a máquina.
5. Take dictation	5. Escribir al dictado.
6. File documents	6. Archivar documentos.
7. Count and deposit money.	7. Contar dinero y depositarlo.
8. Make coffee.	8. Hacer café.

VIII. Suggestions:

Other areas that should be included for in-depth study:

1. How to write a busniness letter
2. A more extensive list of the small supplies used in every office along with their uses.
3. Additional verbs.
4. Additional technical business terms.
5. Additional types of machines and their uses.

IX. Instructional Materials

A. Transparencies

C/S - TM. 1 desk/el escritorio
C/S - TM. 2 file cabinet/el archivo
C/S - TM. 3 safe/la caja fuerte
C/S - TM. 4 paper cutter/el cortapapeles
C/S - TM. 5 typewriter/la máquina de escribir
C/S - TM. 6 office supplies/materiales menores del trabajo
C/S - TM. 7 letter/la carta
C/S - TM. 8 to type/escribir a máquina
C/S - TM. 9 to file/archivar
C/S - TM. 10 to take dictation/escribir al dictado
C/S - TM. 11 to duplicate/duplicar a máquina
C/S - TM. 12 answer the telephone/contestar el teléfono
C/S - TM. 13 Office Scene
C/S - TM. 14 Boss and Secretary
C/S - TM. 15 El jefe y la secretaria
C/S - TM. 16 Safety in the office/seguridad en la oficina
C/S - TM. 17 Safety hazards/Peligros
C/S - TM. 18 What to do in case of fire
C/S - TM. 19 Que hacer en caso de incendio
C/S - TM. 20 Office Safety Rules
C/S - TM. 21 Reglas de seguridad en la oficina
C/S - TM. 22 For Testing: Word naming
C/S - TM. 23 For Testing: Word naming
C/S - TM. 24 For Testing: Picture Cues
C/S - TM. 25 For Testing: Picture Description

B. Hand-outs

C/S - HO. 1 desk/el escritirio
C/S - HO. 2 file cabinet/el archivo
safe/la caja fuerte
C/S - HO. 3 paper cutter/el cortapapeles
C/S - HO. 4 typewriter/la máquina de escribir

C/S - HO. 5 office supplies/materiales menores del trabajo

C/S - HO. 6 letter/la carta

C/S - HO. 7 to type/escribir a máquina

C/S - HO. 8 to file/archivar

C/S - HO. 9 to take dictation/escribir al dictado

C/S - HO. 10 to duplicate/duplicar a máquina

C/S - HO. 11 Answer the telephone/contestar el teléfono

C/S - HO. 12 Office Scene/Escena

C/S - HO. 13 Boss and Secretary

C/S - HO. 14 El jefe y la secretaria

C/S - HO. 15 Safety in the Office/Seguridad en la Oficina

C/S - HO. 16 Safety hazards/Peligros

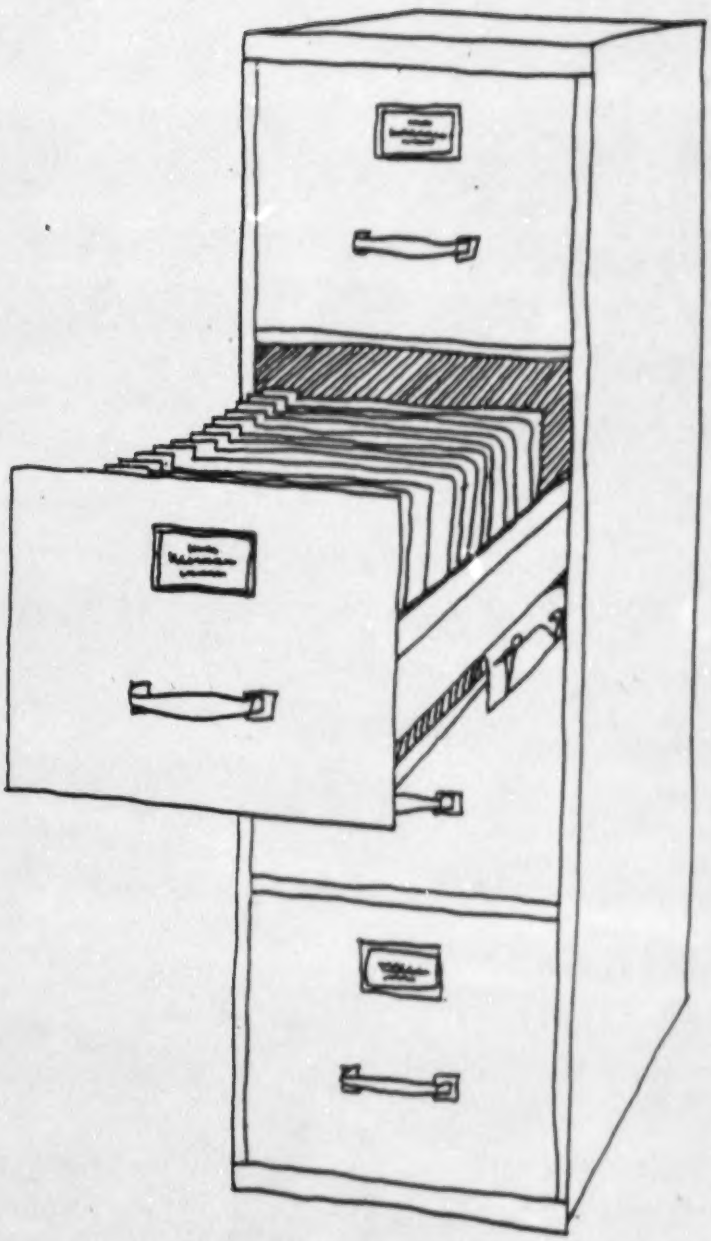
C/S - HO. 17 What to do in case of fire

C/S - HO. 18 Que hacer en caso de incendio

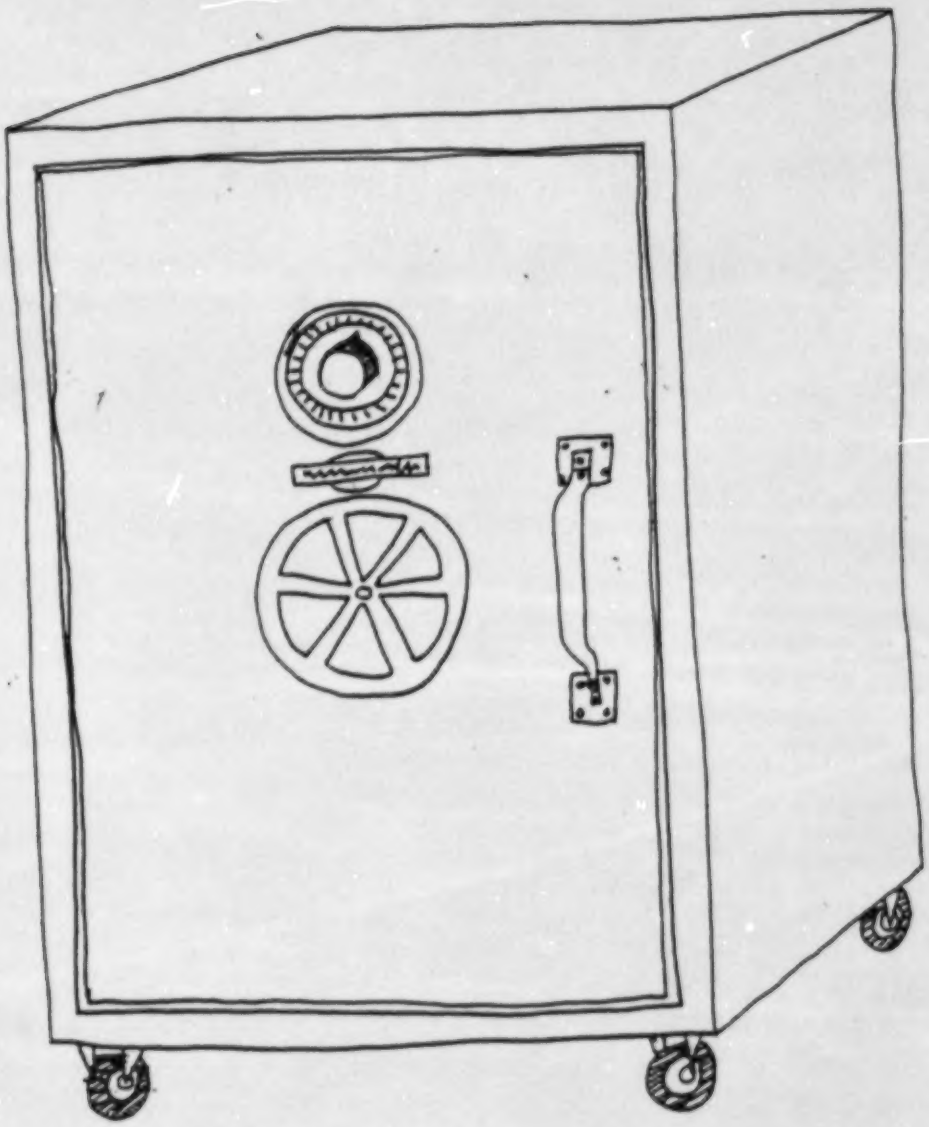
C/S - HO. 19 Office Safety Rules/English

C/S - HO. 20 Reglas de seguridad/Spanish

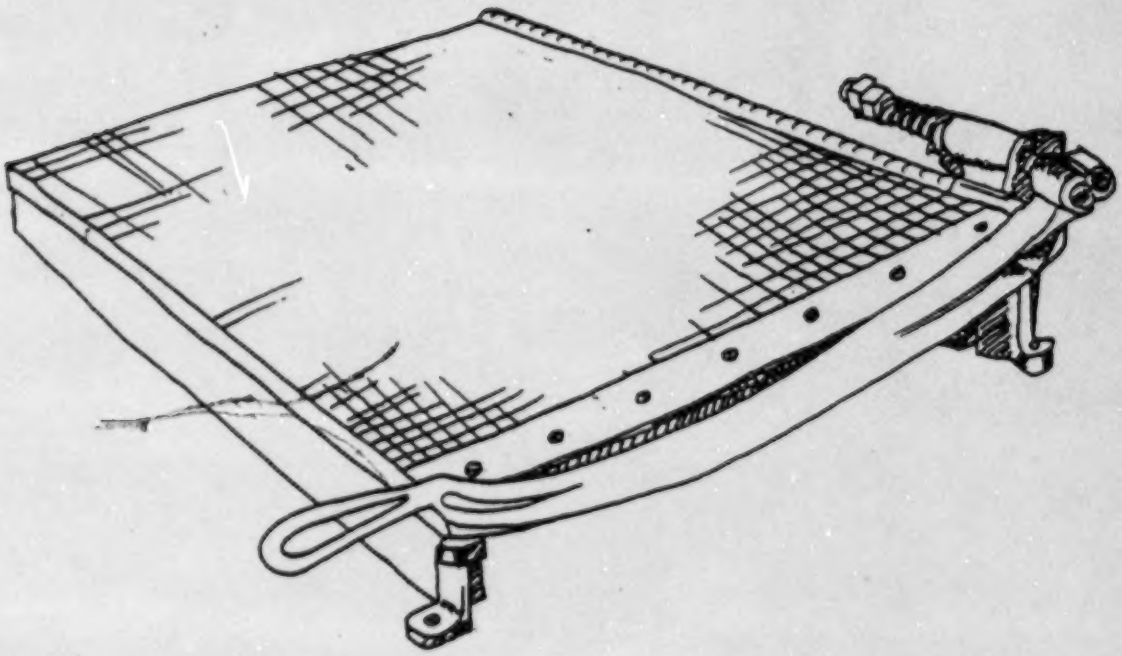
FILE CABINET / EL ARCHIVO C/S-HO.2



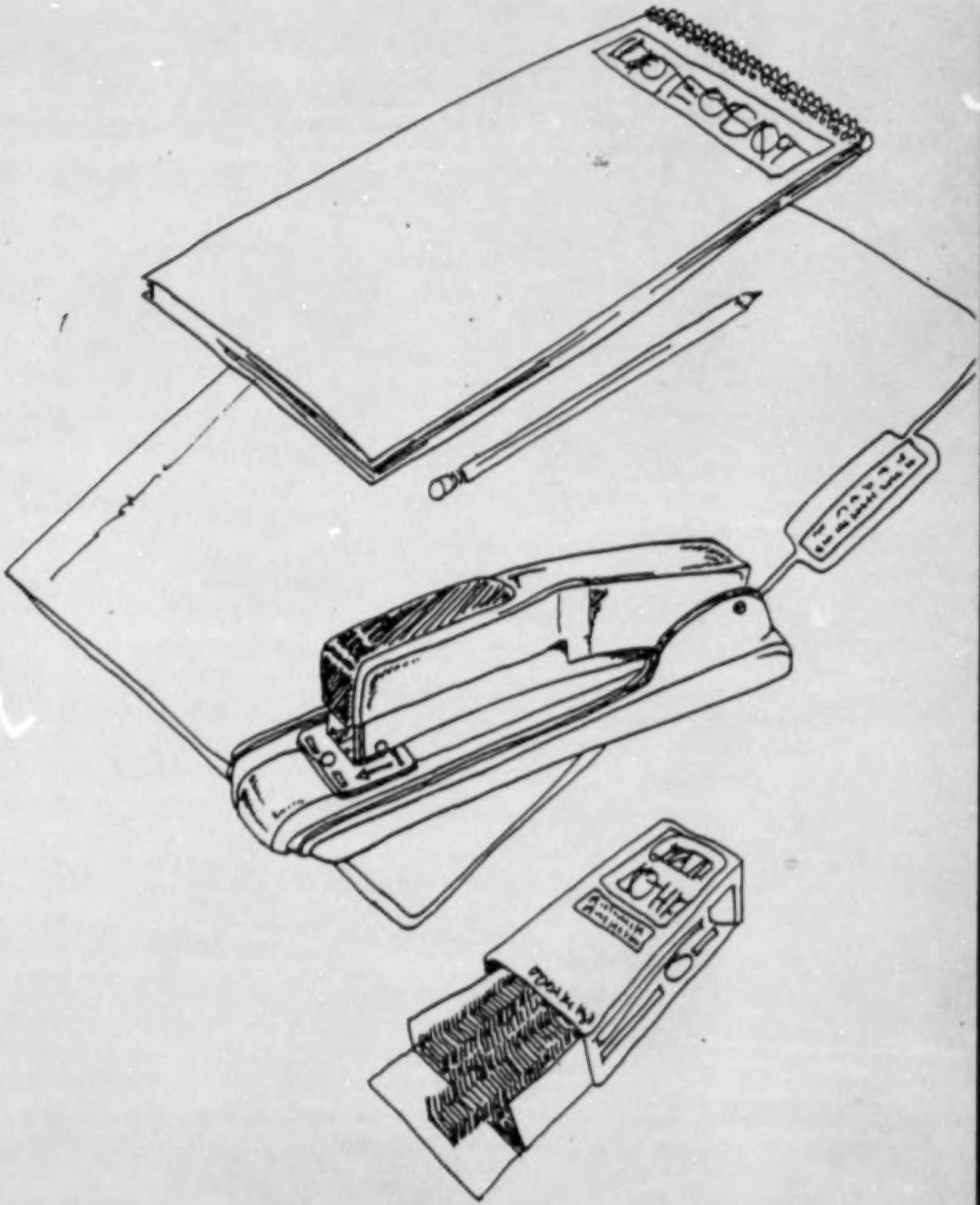
SAFE / LA CAJA FUERTE C/S-HO.2



PAPER CUTTER / EL CORTAPAPELES C/S-HO.3

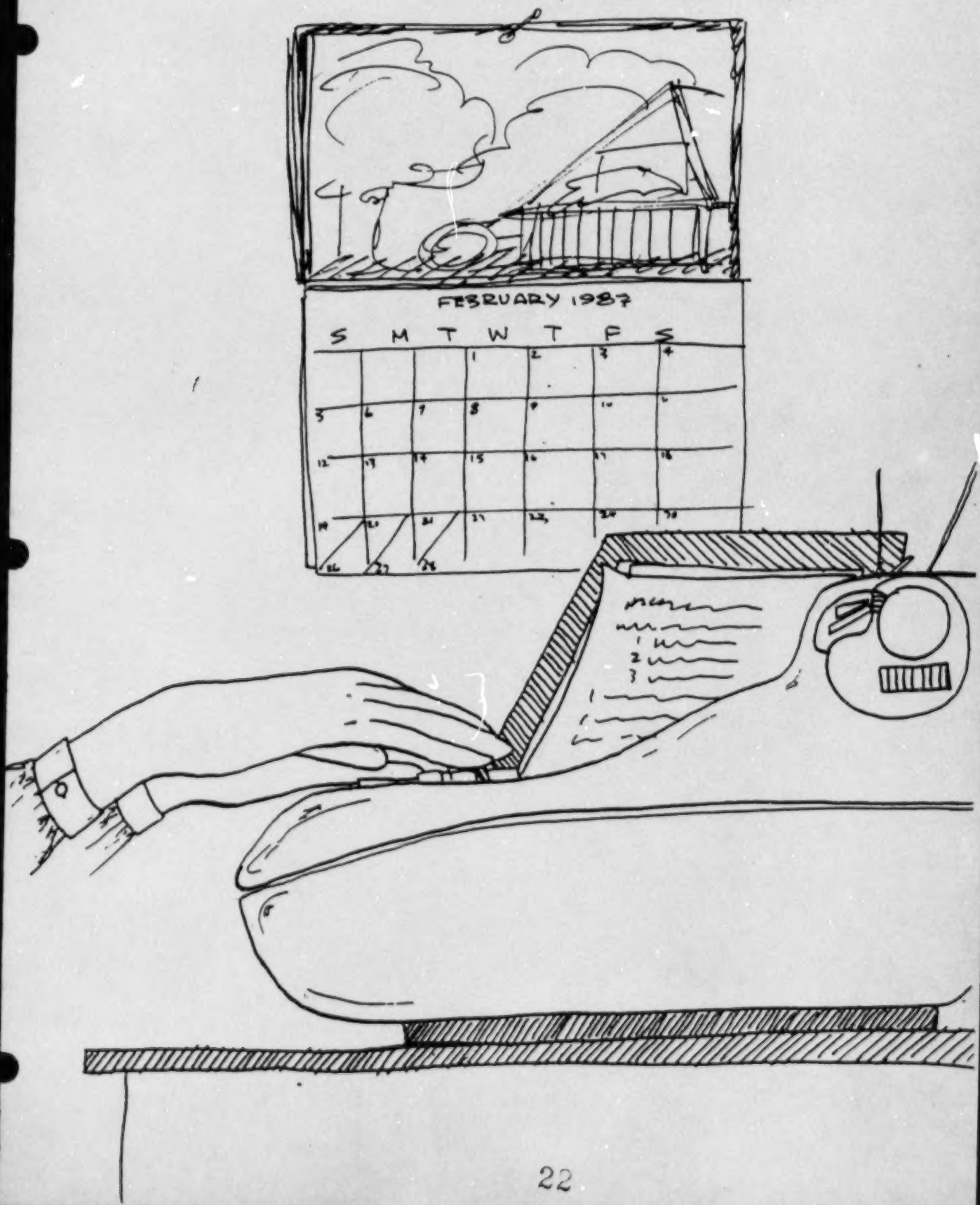


OFFICE SUPPLIES / MATERIALES MENORES DEL TRABAJO C/S-NO.5



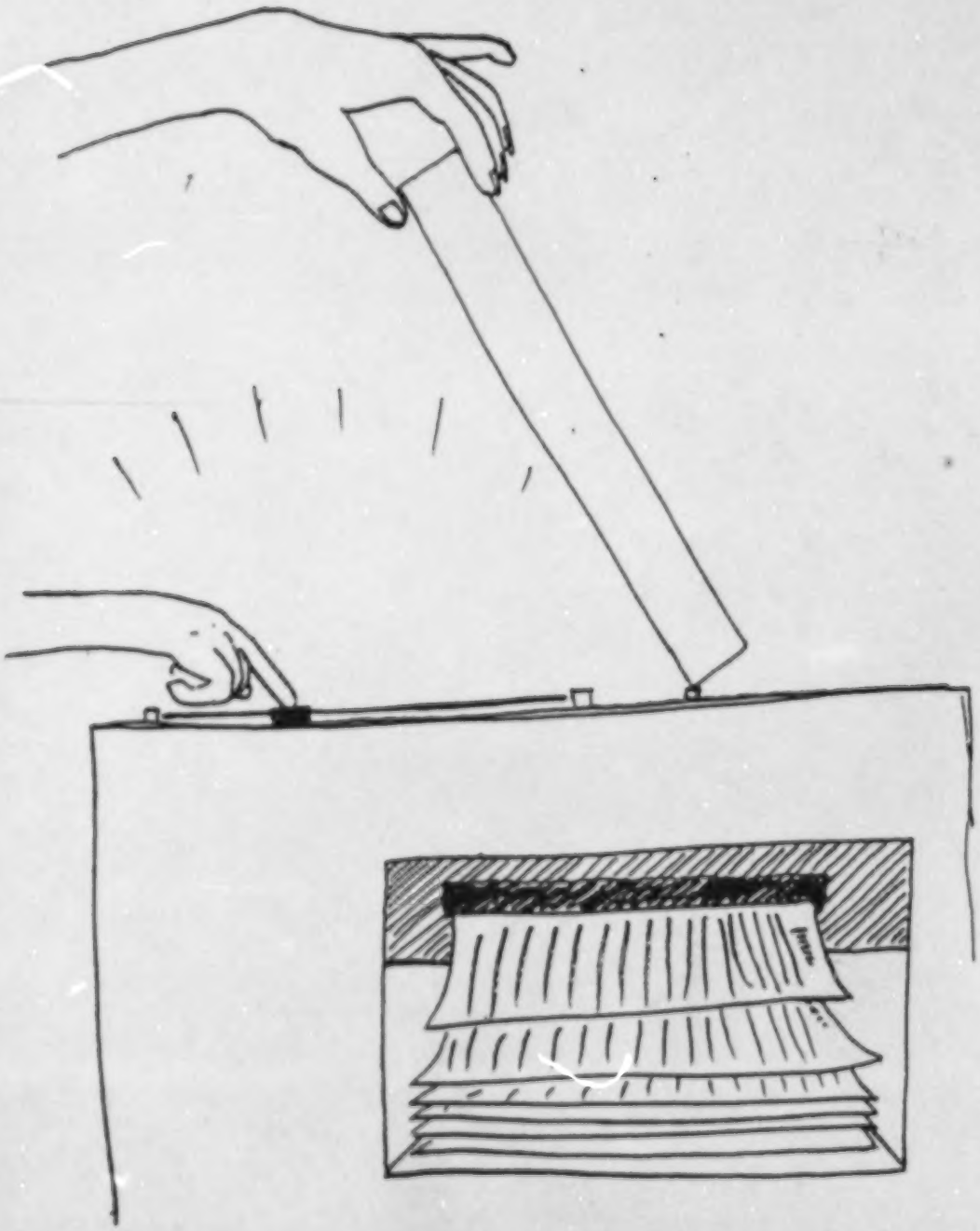
LETTER / LA CARTA C/S-HO.6

TO TYPE / ESCRIBIR A MÁQUINA C/S-NO.7



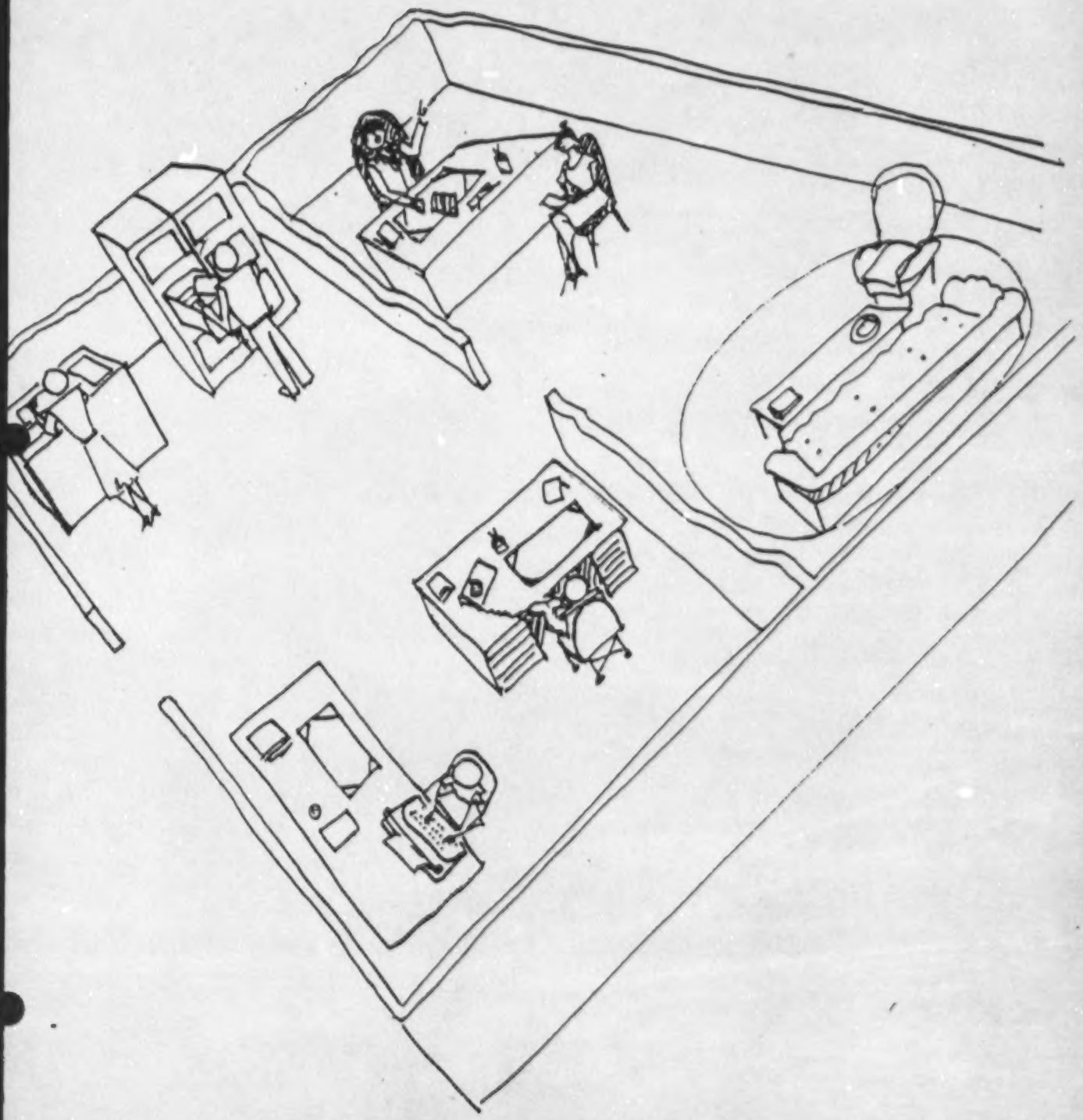
C/S-HO.9

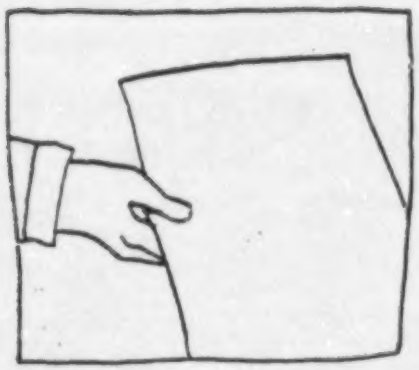
TO TAKE DICTATION / ESCRIBIR AL DICTADO



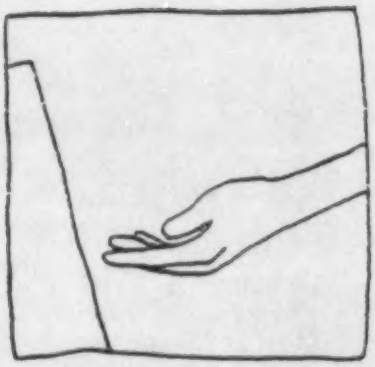
TO ANSWER THE TELEPHONE / CONTESTAR TELÉFONO C/S-HO.11

OFFICE SCENE C/S-NO.12

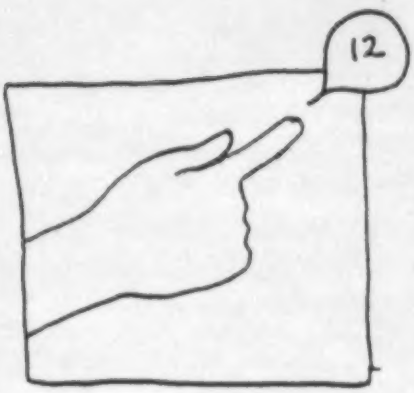




Please make some copies of this report.

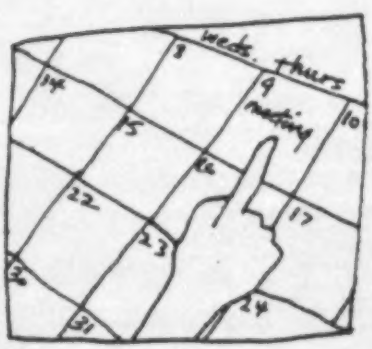


How many should I make?

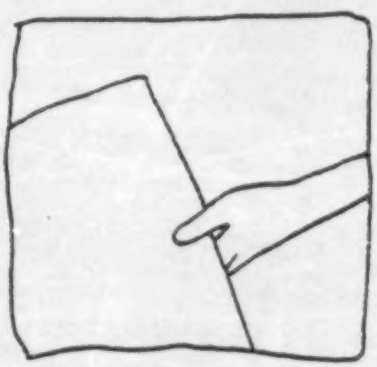


Twelve of each.

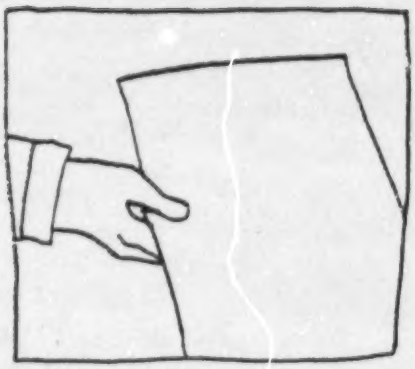
When would you like them to be ready?



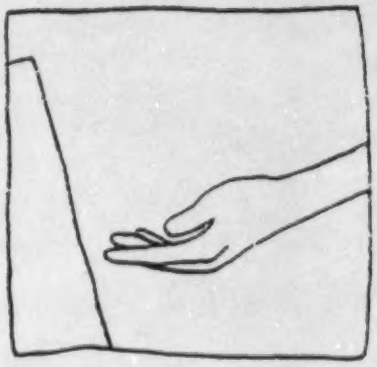
For tomorrow's meeting.



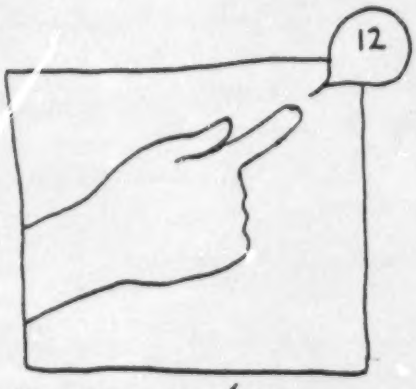
I'll have them ready this afternoon.



Saca unas copias de este informe?



¿Cuántas copias debo sacar?



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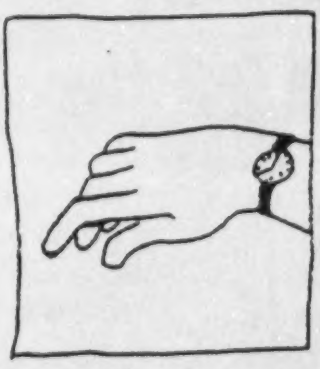
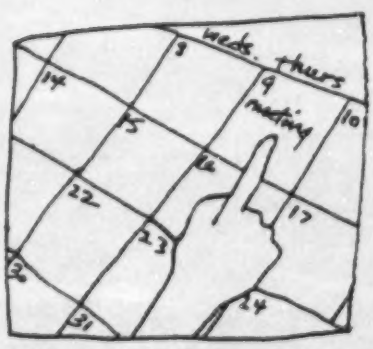
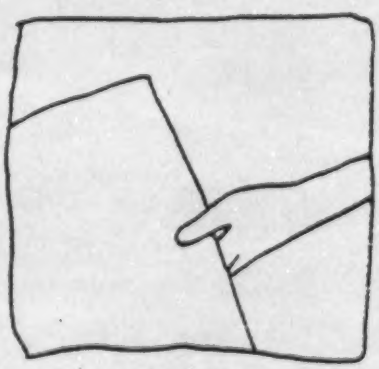


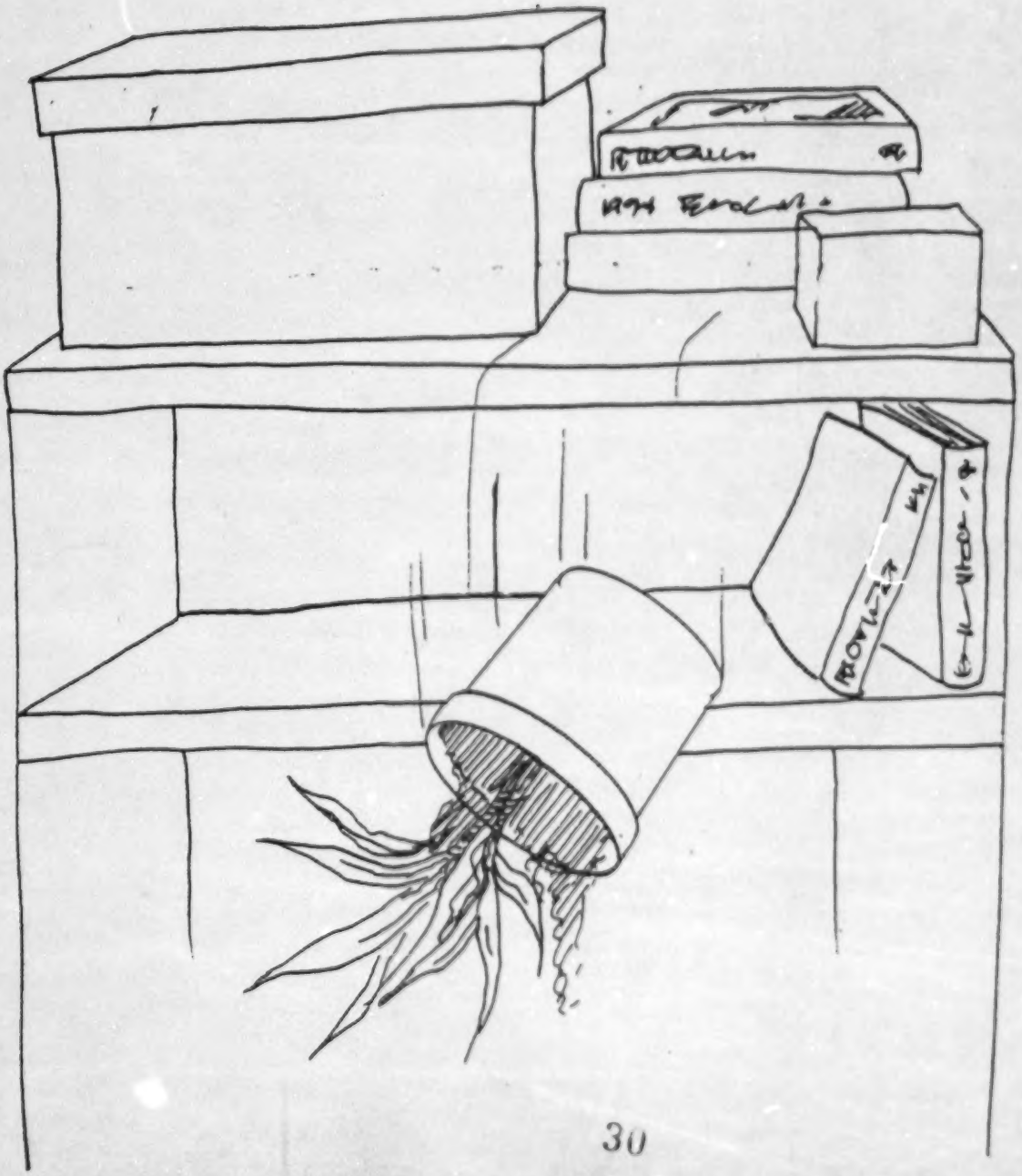
¿Para cuándo los quiere usted?



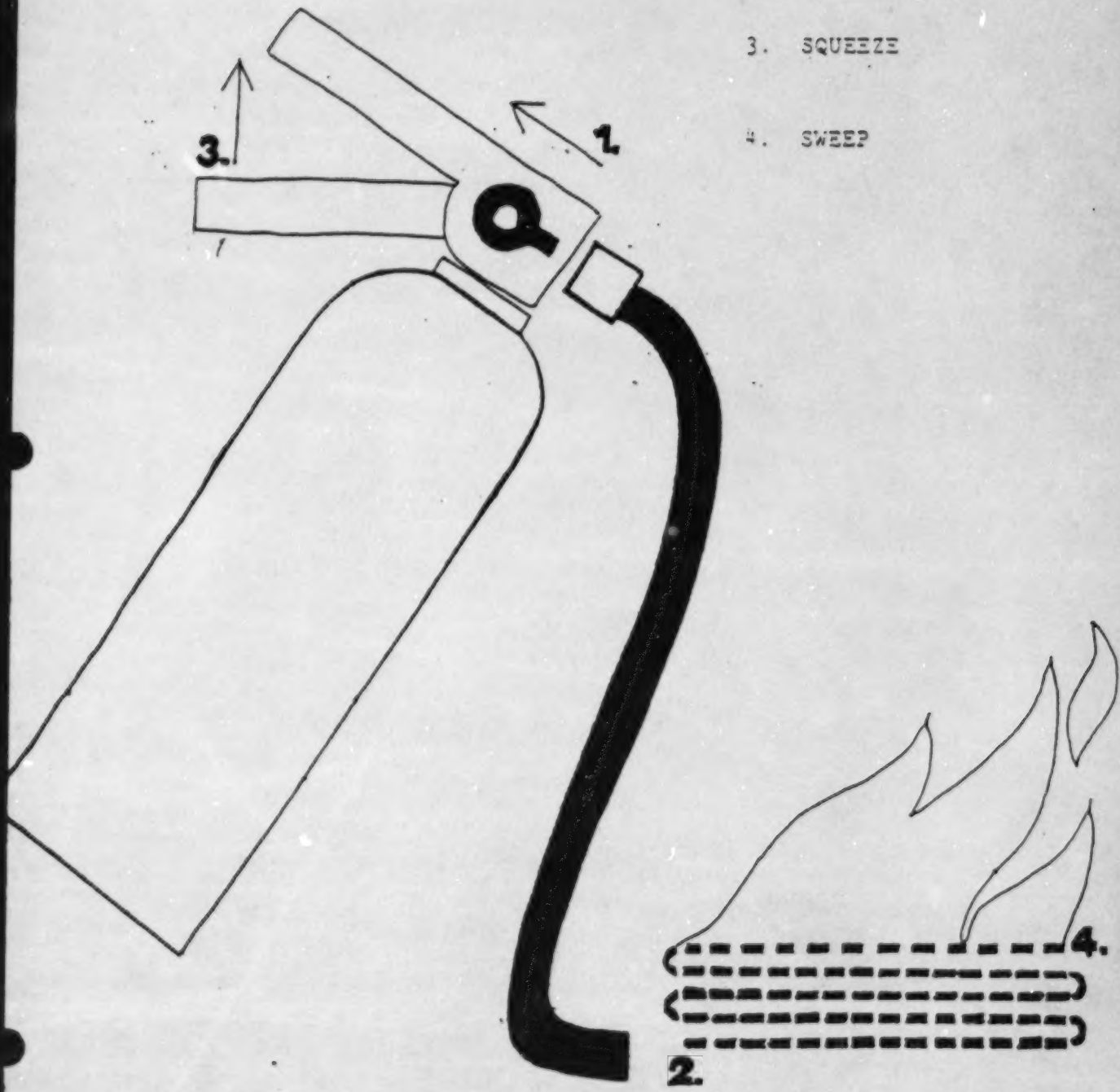
Para la junta de mañana por la tarde.



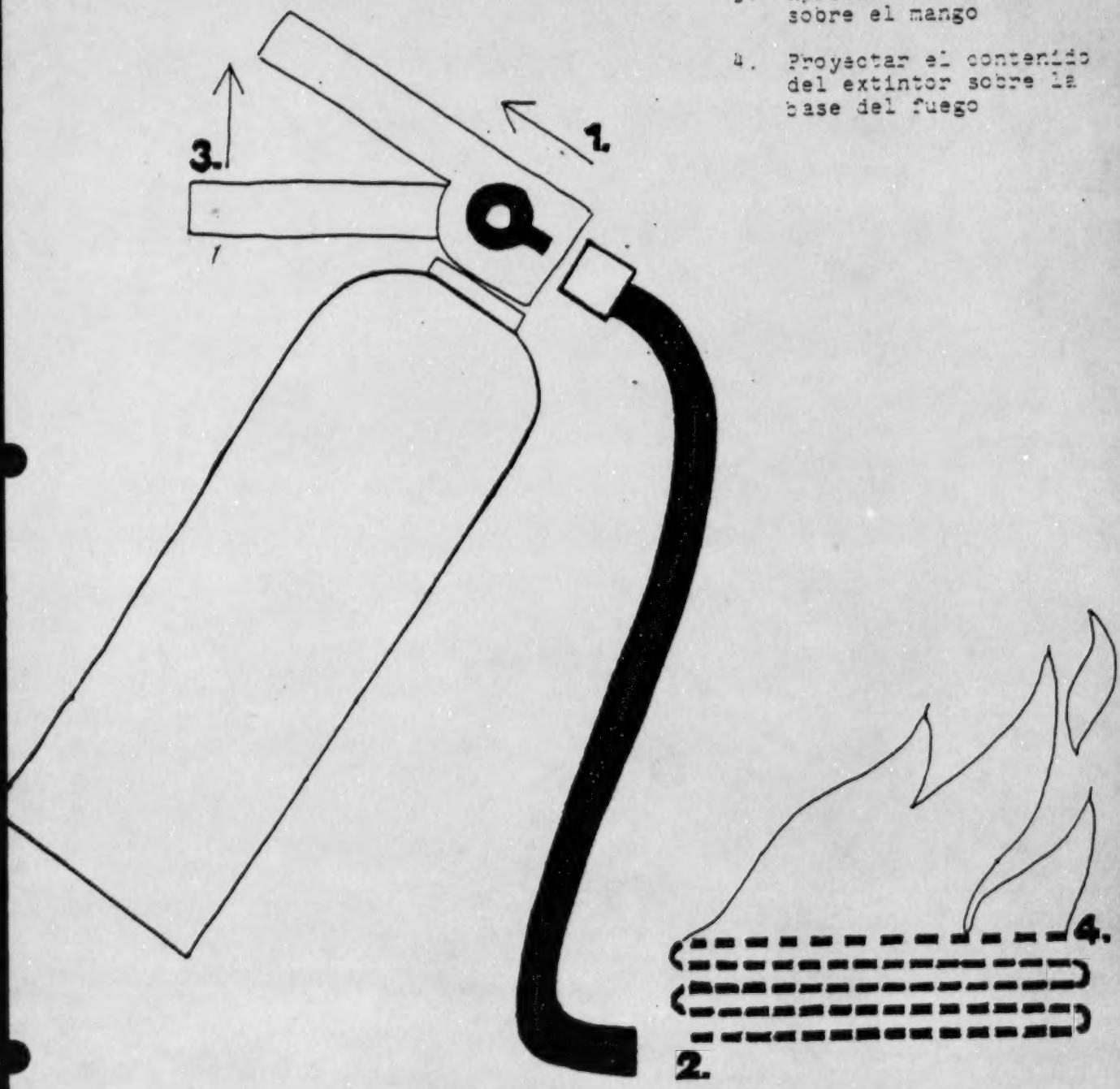
Las tendre listas esta tarde.



1. PULL
2. AIM
3. SQUEEZE
4. SWEEP



1. Tirar sobre la palanca
2. Dirigir el extintor hacia el incendio
3. Apretar firmemente sobre el mango
4. Proyectar el contenido del extintor sobre la base del fuego



OFFICE SAFETY RULES

ELECTRICAL CORDS

UNPLUG AND WRAP AROUND THE MACHINES.

OFFICE EQUIPMENT

CONNECT OR DISCONNECT A MACHINE BY HOLDING THE PLUG INSTEAD OF THE WIRE.

SAFETY HAZARDS

KEEP THE FLOOR CLEAN FROM PAPER OR SPILLS.
KEEP ALL FILING DRAWERS OR DESK DRAWERS CLOSED.

PERSONAL SAFETY

TIE LONG HAIR BACK WHEN OPERATING MACHINES.

WHEN TWO PERSONS ARE OPERATING A MACHINE, BE SURE EVERYTHING, IS CLEAR WHEN READY TO START IT.

REGLAS DE SEGURIDAD

LOS CORDONES ELECTRICOS

DESCONECTA EL CORDON Y ENVUELVELO ALREDEDOR DE LA MAQUINA.

EQUIPO DE OFICINA

CONECTA O DESCONECTA UNA MAQUINA AGARRANDO EL ENCHUFE Y NO EL CORDON.

PELIGROS (RIESGOS)

MANTEN LIMPIO EL PISO, GUARDANDO CONTRA PAPELES Y LIQUIDOS DERRAMADOS.

MANTEN CERRADOS LOS CAJONES DE ARCHIVOS Y ESCRITORIOS.

SEGURIDAD PERSONAL

ATA (SUJETA) EL CABELLO LARGO MIENTRAS USANDO MAQUINAS.

CUANDO DOS PERSONAS ESTAN USANDO UNA MAQUINA, ASEGURATE DE QUE TODO ESTA EN ORDEN ANTES DE OPERARLA.

C. Suggestions for Unit Test (ten minute quizzes)

1. Word-naming (C/S - TM. 22)

A comparison of the results allows the teacher to determine overall language dominance and to note whether this dominance varies from domain to domain.

ENGLISH	SPANISH
Suppose this is your desk.	Supongamos que este es tu escritorio.
1. Tell me all of the office supplies you can see. (pause) steno notebook, manilla folder; envelope, stamps.	1. Dime todos los materiales menores del trabajo que ves. la libreta, la carpeta, el sobre, la estampilla.
2. Now tell me all of the large office equipment you see. (pause) desk, file cabinet, safe.	2. Ahora, dime todos los equipos grandes que ves. (pausa) el escritorio, el archivo, la caja fuerte.
Look at this picture. (C/S - TM. 23)	Mira esta transparencia "retrato" (esta figura, este dibujo).
1. Tell me, what office machines you see in this picture. (pause) paper cutter, typewriter, duplicator.	1. Dime ¿Qué máquinas de oficina ves? (pausa) la cortapapeles, la máquina de escribir, la máquina duplicadora.
2. Now look at the people and tell me all the things they are doing. (pause) typing, filing, taking dictation.	2. Ahora, mira a las personas y dime que están haciendo. (pausa) escribir a máquina, archivar, escribir al dictado.

2. Picture Cues (C/S - TM. 24)

An analysis of the result reveals the degree of the student's proficiency in both languages.

ENGLISH	SPANISH
1. What does the letter need? (pause) address	1. ¿Qué necesita la carta? la dirección
2. What is this? staples, carbon paper, safe, letterhead.	2. ¿Qué es esto? las grapas, papel carbón, las caja fuerte, el membrete.

3. What does the envelope need? It needs a return address.	3. ¿Qué necesita el sobre? El remite.

3. Picture Descriptions (S/C - TM. 25)

A comparison of the two samples will show whether one language is dominant.

ENGLISH	SPANISH
1. What is the secretary doing? (pause) typing, filing, taking dictation.	1. ¿Qué está haciendo la secretaria? (pause) escribir a máquina, archivar, escribir al dictado.
2. What is the boss doing? (pause) he is dictating a letter.	2. ¿Qué está haciendo el jefe? (pausa) Está dando un dictado.

VOCABULARY FOR CLERICAL/SECRETARIAL

ENGLISH	STANDARD	NON-STANDARD
abstract	abstracto	vavo
add	sumar	
adding machine	la máquina sumadora, la máquina de sumar	
address	la dirección, las señas	
addressograph	el adresógrafo	
administration	la administración	
afternoon	la tarde	
answer	la contestación, la respuesta	
applicant	el solicitante	el aplicante
application form	la cédula en blanco, la solicitud	forma de (or para) aplicación
appointment	la cita	
ask	tr. v. preguntar	
ask (for)	tr. v. pedir	
automatic calculator	la calculadora automática	
awaiting	en espera	
backspacer	la tecla de retroceso (en máquina de escribir)	
ball-point pen	el bolígrafo, la pluma, esferográfica	la bolpoint
bell	la campana, la campanilla	
bill of lading	el conocimiento de embarque	
binder	el encuadernador	el empastador
blank check	el cheque en blanco	
book	el libro	
bookend	el sujetalibros, el apoyalibros	
bookshelf with sliding glass	estante con puertas correderas de cristal	

ENGLISH	STANDARD	NON-STANDARD
brad	la puntilla, el clavito, la agujuela	
briefcase	el portafolio	
brochure	el folleto	
bulletin board	la pizarra o el tablón	
business	el comercio, el negocio	
buzzer	el timbre	
by return mail	vuelta de correo	
calendar	el calendario	
capitalize	escribir o imprimir con mayúscula	
carbon copy	la copia (hecha) con papel carbón	
carriage	carro (de la máquina de escribir)	
center	el centro	
chair	la silla	
check	el cheque	
check protector	el protector o la protectora de cheques	
clerk	la ofianista, empleado de oficina	
clock	el reloj	
clock-in	tr. v. registrar la entrada	
clock-out	tr. v. registrar la salida	
column	la columna	
company	la compañía	la agencia, la compañía
compile	tr. v. compilar	juntar
secretary's handbook	el manual de secretaria	
computer	la computadora, la máquina calculadora	
concerning	con respeto a	

ENGLISH	STANDARD	NON-STANDARD
figures	las cifras, los números	
filing cabinet	el archivador, fichero	
F.O.B.	Franco a bordo	
folder	la carpeta	
folding machine	la máquina de plegar	
folding screen	el biombo	
following	próximo, siguiente, subsiguiente	
for (prep)	por, para, durante	
fountain pen	la pluma estilográfica, la pluma de fuente	
freight bill	la factura de flete	
from (prep)	de, desde	
function	i.v. funcionar; la función	trabajar
gentlemen:	Muy señores míos:	
get	tr.v. conseguir, obtener, adquirir	tr.v. agarrar
glue	la cola	el glu
greetings	los recuerdos, los saludos	las saludes
hat or clothes rack	el perchero	
hole puncher	la perforadora	
horizonatal	horizontal	
I acknowledge receipt of ...	Tengo el gusto de acusar(les) recibo de ...	
I am pleased + infinitive	Me es grato + infinitivo	
in advance	de antemano	
index card	la tarjeta, la ficha	
ink	la tinta	
intercom	el sistema o circuito de intercomunicación, el intercomunicador	

ENGLISH	STANDARD	NON-STANDARD
copy	la copia	
correspondence	la correspondencia, el correo	
costs	costos, gastos	
dated 5th of this (last) month	fechada el cinco del corriente (pasado) mes	
Dear Madam:	Distinguida señora:	
Dear Mr.:	Mi muy estimado señor:	
Dear Sir:	Muy señor mío:	
delivery	la entrega	
desk	el escritorio	
desk basket or tray	el canastillo de escritorio	
desk organizer	el organizador de mesa	
desk pad	cuaderno de notas	
dictaphone	el dictáfono	
dictate	tr. v. dictar, (una carta, etc.)	
dictation	el dictado	el dicteale?
dictionary	el diccionario	
directions	las direcciones, las instrucciones	
different	diferente, distinto, (ta)	
draft	el borrador	
drawer	el cajón, la gaveta	
duplicator	la máquina duplicadora	
enclose	tr. v. adjuntar	
envelope	el sobre	
equipment	el equipo, los aparatos, los pertrechos	
eraser	el borrador	el desborrador
executive	el ejecutivo, el jefe, el funcionario	el bos, el patrón

ENGLISH	STANDARD	NON-STANDARD
interview	la entrevista	
invoice	la factura, la cuenta	
itemize	tr. v. detallar	
I wish to thank you for ...	Deseo agradecerle el favor de ...	
keep	r. v. quedarse con	
language	la lengua, el idioma	la luenga, la idioma
leaflet	la hoja suelta, el volante	
left	izquierdo, da zurdo, da	la macueca
legal file	el archivo de asuntos jurídicos	
legal pad	el cuaderno (tamaño 8½" x 14½")	
letter	la carta	
letter drop	el buzón (abertura por la que se echan las cartas)	
letterhead	el membrete	
letter opener	el abrecartas	
letter scale	el pesacartas	
line	la línea, el renglón	la raya, la laina, la liña, la linia
list	la lista	
machine	la máquina	motor
magazine	la revista	el magazín
margin	el o la margen	
master copy	la copia original	
math	las matemáticas	
memo	el memorándum, el recordatorio	
merchandise	la mercancía	
multifunction	el multifuncionamiento	el jala pa todo
notebook	el cuaderno	
notepad	el cuaderno de notas	

ENGLISH	STANDARD	NON-STANDARD
office	el despacho, la oficina	
on (prep)	en, encima de, sobre	
onion skin paper	el papel delgado; la cuartillo para copias	
order	el pedido	la orden
out	fuera, afuera	
paper	el papel	
paper clips	las presillas, el sujetapapeles	
paper cutter	el cortapapeles	
paper file	el guardapapel, el archivo	
paper holder	el portacopias	
paperweight	el pisapapeles	
paperwork	el trabajo rutinario de oficina, el papeleo	
pencil	el lápiz	
pencil sharpener	el afilalápices, el sacapuntas, el cortalápices	
perfect	perfecto	
petty cash	la caja chica, los gastos menores de caja	
phone call	la llamada, el telefonema	la telefoniada, el telefonazo
place	el lugar, el sitio	
postage	el franqueo, el porte de correo	
postage meter	la máquina franqueadora (de cartas, etc.)	
postage stamp	el sello de correo	la estampilla
postal card or postcard	la postal, la tarjeta postal	

ENGLISH	STANDARD	NON-STANDARD
postdate	tr.v. poner fecha posterior a la presente, poner posfecha en	
primary guides	guias para las carpeteras	
processing	el proceso, la laboracion	
punctuation	la puntuacion	
quality	la calidad, la cualidad	
question	la pregunta	
quotation marks	las comillas	
refill n.	el repuesto	
register (a letter)	tr.v. certificar (una carta)	
remit	tr.v. remitir	
resume	el resumen, el compendio	
return address	las senas o la direccion del remitente	
right	derecho(cha)	
ring	el anillo, la argolla	
rotary card file	el tarjetero rotatorio o el tarjetero giratorio	
rough draft	el borrador	
ruler	la regla (para trazar lineas o medir)	
safe	la caja fuerte	
same	mismo(ma), identico (ca)	
sample	la muestra	
schedule	el horario	
scissors	las tijeras	
scotch tape	cinta adhesiva transparente	
secretarial	de secretario(ria)	

ENGLISH	STANDARD	NON-STANDARD
secretary	secretario(ria)	
send	tr.v. enviar, mandar	
set	tr.v. poner, colocar	
shelf	el estante, el anequel, la repisa	
ship	tr.v. enviar, mandar	
shorthand	la taquigrafía	
space	el espacio	
spelling	la ortografía, el deletreo	espeleo
stamper	la máquina de estampar	
staple	la grapa, la grampa	
stapler	el engrapador	el engrampador
stationery	articulos o útiles de escritorio	
stencil	el estencil, el estarcido	
style	el estilo	el estail
subtract	tr.v. restar	
swivel chair	la silla giratoria	
tablet	la libreta de apuntes	
telephone	el teléfono	el telefón
thesaurus	el diccionario	
thumbtack	la tachuela, la chinche	
time sheet	la hoja o planilla de jornales devengados	
insure	tr.v. asegurar	
trade	el oficio	
transcription	la transcripción	
translate	tr.v. traducir	
typing	la mecanografía	la taipiada

ENGLISH	STANDARD	NON-STANDARD
typewriter ribbon	la cinta para máquina de escribir, la cinta de máquina	
under separate cover	por separado	
understand	tr.v. entender, comprender	
vertical	vertical	
vocabulary	el vocabulario	
voucher	el comprobante	
wastepaper basket	el canasto, el cesto para papeles, la papelera	
water cooler	el enfriador de agua	
word	la palabra	
work	el trabajo, el empleo	
writing	la escritura	
your letter of ...	su atenta (carta) de	
Yours Truly	su afectisimo atento y seguro servidor (su afmo, atto, y S.S.)	

Clerical/Secretary

Slide Number	Narrative
1	Bilingual Vocational Instructional Materials, Clerical/Secretary
2	Prepared by Guadalupe López-Cox at Southwest Texas State University, San Marcos, Texas
3	Funded by the Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency, TEA Project No. 11230096
4	Photography by Anders Photography, San Marcos, Texas
5	Narrated by Pablo Cheselka
6	The secretary in an office has many duties. A secretary is expected to answer the telephone, to greet visitors, to use shorthand, to transcribe accurately, to file and find information and to use the machines found in most offices.
7	Among the skills expected of a secretary are the ability to use language well and to use correct grammar, punctuation and spelling, to write letters with correct form and appropriate tone and to do basic arithmetic and simple bookkeeping.
8	The general impression the public gets of an office depends to a great extent on the employees who work in the office. Their loyalty, their efficiency and especially their courtesy toward clients and
9	visitors are a valuable asset to the employer.
10	An employer is entitled to a full day's work. Be at your desk ready to work when the office opens. Coffee breaks are privileges, not to be abused. Do not waste time. Work quickly and efficiently.
11	Confidentiality in an office is important. Confidentiality means that a secretary can be trusted not to repeat discussions, or company business, and not to share private company matters with others.

12 The appearance of employees may add to or detract from the dignity of a business. A female office worker should dress appropriately. Her hair should be clean and well groomed, and she should use little make-up and little jewelry.

13 A man should dress neatly and appropriately if his job involves meeting the public. He should be freshly shaved, and should keep hair clean and neatly groomed and hands and nails clean. His shoes should be clean and polished.

14 Filing requires special knowledge and skill. Records are ordinarily filed alphabetically in special filing cabinets. Knowing how to alphabetize is essential. Documents may be lost forever if filed incorrectly.

15 Neatness and organization in an office contribute to its efficiency and its appearance. Return everything to its place after using it. Messy stacks of books or papers cause time to be wasted in looking for the things needed.

16 Make sure you know the correct form for business letters and envelopes, and learn the proper way to fold letters. Practice until you can write letters courteously and graciously.

17 Materials used for writing letters include letter heads, carbon paper, onion skin paper for carbon copies, envelopes and stamps.

18 Any person working in an office needs to know how to use the machines normally found in offices. These machines include the typewriter,

19 caculator, duplicator or copying machine and the paper cutter. Some offices will have computers or micro-processors.

20 An office stocks a wide variety of small supply items. Every desk should be suppled with pencils, erasers, clips, rubber bands, memo pads, and stenographer's notebooks, stapler and staples.

21 Sometimes a secretary must take the responsibility for receiving and depositing money. The secretary should know how to keep accurate records of money received or disbursed, how to fill out necessary bank forms and how to make a deposit.

22 The office worker should always be alert to hazards. Safety hazards include defective electric cords or machines, objects insecurely placed in high places, and cords, boxes or equipment left in aisles.

23 In offices, as elsewhere, fire is an ever present danger. Some of the commonest causes of fire are cigarettes or ashes dropped onto flammable material; oil, furniture polish and cleaning rags stored in a closed area; frayed or shorted-out extension cords or appliances.

24 Every office should have a fire extinguisher and every worker should know its location. Learn the four steps required to operate a fire extinguisher:
Pull

25 Aim

26 Squeeze

27 Spray (Sweep)

28 The timing of visits and conferences depends on the secretary's efficiency in making appointments.

29 Be sure to record the appointment at the correct time and record names accurately. Be sure you know if your boss may have other commitments that would interfere with appointments .

30 Callers form an impression of the business you represent on the basis of your telephone manners:

speak clearly
talk at a proper pace
identify yourself
take messages accurately

Secretaria

Slide Number	Narrative
1	Bilingual Vocational Instructional Materials, Secretaria
2	Prepared by Guadalupe López-Cox at Southwest Texas State University, San Marcos, Texas
3	Funded by the Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency, TEA Project No. 11230096
4	Photography by Anders Photography, San Marcos, Texas
5	Narrated by Pablo Cheselka
6	En una oficina, la secretaria tiene múltiples responsabilidades. Tiene que contestar el teléfono, dar la bienvenida a los visitantes, tomar dictado, transcribir, archivar documentos, encontrar información y usar las máquinas esenciales.
7	Una secretaria necesita utilizar correctamente el lenguaje, la gramática, la puntuación, y la ortografía. Debe saber escribir cartas con la forma y el tono apropiados, dominar las matemáticas basicas, y hacer la contabilidad.
8	La impresión que el público tendrá de una oficina depende en gran parte de los empleados que allí trabajan. Su lealtad, su eficacia, y especialmente su cortesía con los visitantes.
9	Son de sumo valor para el patrono.
10	Al patrono se le debe un día completo de trabajo. Los empleados deben estar en su lugar cuando se abre la oficina. No hay que malgastar el tiempo; es necesario trabajar rápida y efficientemente.
11	El patrono tiene que contar con la lealtad de sus empleados. El quiere estar seguro de que una secretaria no repetirá las discusiones y que jamás revelará los asuntos privados del negocio.

12 La dignidad de una empresa depende hasta cierto punto de la apariencia de los empleados. Las empleadas de oficina deben vestirse de forma apropiada con poco maquillaje y pocos adornos. Siempre deben tener el pelo limpio y bien arreglado.

13 Es importante que un empleado presente una apariencia apropiada, sobre todo si tiene trato con el público. Debe usar ropa de acuerdo con su puesto. Se debe rasurarse diariamente y mantener limpio y bien peinado el pelo.

14 El archivar documentos requiere conocimientos especiales. El saber alfabetizar es necesario porque los documentos se colocan por orden alfabético. Un documento archivado en un lugar equivocado puede perderse para siempre.

15 La organización y el orden de una oficina contribuyen a su eficacia y a su apariencia. Montones de libros y papeles desordenados resultan en el gasto inútil de tiempo buscando cosas perdidas.

16 Es esencial saber la forma correcta pata escribir las cartas comerciales y los sobres que les corresponden, y saber también la manera de doblar las cartas. Hay que practicar hasta que uno pueda escribir las cartas amable y cortésmente.

17 Los materiales usados para escribir las cartas de negocios incluyen los membretes, el papel carbón, papel delgado para copiar, los sobres y las estampillas.

18 Todo empleado de oficina tiene que saber utilizar las máquinas de oficina más usuales. Entre ellas son la maquina de escribir,

19 las caculadoras, el duplicador, y el cortapapeles.

20 Una oficina necesita un surtido grande de pequeños artículos y utensilios. Cada escritorio debe tener lápices, gomas de borrar, sujetapapeles, ligas de goma, blocks de papel de secretaria y para memorandums, y un engrapador con sus grapas.

21 La secretaria a veces puede tener la responsabilidad de recibir y depositar dinero. Hay que saber mantener cuentas exactas del dinero recibido o pagado, saber como llenar los formularios bancarios y saber hacer depósitos.

22 En la oficina abundan peligros que pueden causar accidentes. Estos peligros incluyen los cordones eléctricos o máquinas defectuosas, los objetos colocados inseguramente en lugares altos, y otros equipos dejados en los pasillos

23 En las oficinas, como en todo lugar de trabajo, siempre existe el peligro de incendio. Algunas causas de incendio son los cigarros, trapos empapados de aceite o de cera guardados sin ventilacion y las extensiones o aparatos con cortocircuitos.

24 Todas las oficinas deben tener un extintor, y cada empleado debe saber donde está situado. He aquí los cuatro procedimientos para operar el extintor: Tirar sobre el anillo

25 Dirigir el extintor hacia el incendio

26 Apretar firmemente sobre el mango

27 Proyectar el contenido del extintor hacia la base del fuego.

28 El arreglo de las visitas y citas depende de la eficacia de la secretaria.

29 Ella debe apuntar cuidadosamente el nombre de la persona y la hora de la cita, y debe saber si el patrono tiene otros compromisos que podrían interferir.

30 Los que llaman a la oficina por teléfono forman sus impresiones de la empresa representada por la secretaria a base de los modales que ella demuestra al contestar el teléfono:

enunciar claramente
hablar a la velocidad apropiada
identificarse
apuntar los mensajes correctamente

Clerical/Secretary

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21. Snelling & Snelling Phamplets
    a. Handbook for Success
    b. The Right Way to an Interview is the Best Way to your New Job

22. Steward, Jeffrey R., Jr. and Judith A. Scharle, Office Reprographics, Dallas: Gregg Division: McGraw Hill Book Co., 1979.

23. Stewart, Scharle, Kahn, Progressive Filing, 9th ed., Gregg/McGraw-Hill, 1980.

24. Texas Employment Commission, Is Your Appearance Working for You or Against You?

25. Wood, Merle and Barton F. Wigge, Jr., Payroll Systems and Procedures, McGraw-Hill Publishing Company, 1970.

26. Units of Instruction in Office Duplication Practices, Commerce, Tx: Occupational Curriculum Laboratory, Center for Vocational Education. East Texas State University 1979.

B. Films

National Audiovisual Center
National Archives and Records Service
General Services Administration
Order Section/RH
Washington, D.C. 20409

1. Applying for a Job

   11 minute, 16mm film, OPT. SD, COL 1967

Producer USDLMP
Title No. 141901/RH Sale $63.75

The problems and attitudes of young men and women on their first job interviews. From the career Job opportunity series. No. 1

National Archives Trust Fund Board
National Audiovisual Center
Washington, D.C. 20409

2. A Chance to Be

30 minute, color, 1977 Office of Education
16mm film No. A00671/BM Rental $12.00 Sale $174.00
Videocassette No. A00672/BM Sale $100.00

Career education programs for special populations: women, minorities the handicapped, and the gifted. The film underscores the nedd to broaden the career opportunities of these groups--and the potential of career education in the achievement of this object.

3. Very Enterprising Women

15 minute, color, 1980 Rental $25.00
Small Business Administration Sale $102.75
16mm film No. A04078/GD
Videocassette No. A04079/GD Sale $55.00

National Archves and Records Service
Trust Fund Board
National Audiovisual Center
Washington, D.C. 20409

4. Business Machine Operators

7 minutes, 16mm film, OPT. SD, COL 1967
Producer USDLMP
Title No. 192815/RH Sale $40.50

Business Data Processing. Stresses the Age range and mobility potential of people with business machine skills.

5. East Texas State University; Office Duplication Practices Curriculum, Volume 1, Unit II, 1978.

Film: "Your and Office Safety"

6. "Office Education Series II," International Film Bureau, Inc., 332 South Michigan Avenue, Chicago, Illinois 60604.

7. "Office Practice Series", Business Education Films, 5113 16th Avenue, Brooklyn, New York 11204

C. Pamphlets

1. "Take a Letter from A to Z", McGraw-Hill, Inc., New York (Free)

2. "The Right Touch", International Business Machines (Free)

D. Safety Signs

1. Ready Made Sign Co., Inc.
   12-07 44th Avenue
   Long Island City, N.Y. 11101
   Phone (212) 784-7000

2. World-Wide Sign Company
   3171 McCall Drive
   Atlanta, Georgia 30340
   Phone (404) 455-3800

3. Marzetta Signs Inc.
   1356 South 50th Street
   Richmond, California 94804
   Phone (415) 234-3270

   Spanish catalog is available and Spanish-English bilingual signs may be obtained upon request.

4. The OSHA Comprehensive Safety Compliance System for Public School Districts, Vocational Schools, and Community Colleges.

E. Spanish Materials

1. Santos, E. Nelly, Español Comercial, Harper and Row Pubishers,N.Y.

2. Sedwick, Frank, Conversation in Spanish, D. Van Nostrand Company

3. Vásquez, Máximo L., Commercial Correspondence Dictionary, English-Spanish and Spanish-English.